

AN ANALYSIS ON SPEAKING MATERIALS OF A STUDENT TEXTBOOK

(A Descriptive Research On “Pista Modul Bahasa Inggris SMK Kelas X
Semester 1” Of SMK Pariwisata Pontianak In 2011/2012)

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Abstrak. Penelitian ini berfokus untuk mencari tahu apakah buku paket SMK ‘Pista’ sesuai dengan silabus *KTSP*. Dalam melaksanakan penelitian ini, peneliti menggunakan metodologi deskriptif dan analisa konten. Teknik dalam mengumpulkan data adalah analisis dokumenter. Disamping itu, peneliti menggunakan table dokumentari checklist sebagai alat pengumpul data. Data dijabarkan dan dianalisa berdasarkan pada langkah-langkah berikut; mengambil data pelajaran berbicara bahasa Inggris dari Pista dan silabus *KTSP*, menetapkan kriteria-kriteria yang digunakan untuk mencocokkan materi di buku paket Pista ke silabus *KTSP*, dan menganalisa materi berbicara bahasa Inggris dalam Pista ke silabus *KTSP*. Hasil dari penelitian menunjukkan bahwa sebagian besar materi berbicara bahasa Inggris pada Pista sesuai dengan silabus *KTSP*. Pista masih sesuai dan cocok untuk digunakan sebagai rujukan buku pegangan guru. Level persentasi kesesuaian antara Pista dan silabus *KTSP* sebanyak 77%. Total 23% ketidakcocokan lainnya dating dari perbedaan penempatan materi dan kosa kata bahasa Inggris yang diberikan.

Key words: Syllabus *KTSP*. Analisa Konten.

Abstract. The main interest in this research is to find out whether the textbook of vocational high school ‘Pista’ is in line with *KTSP* syllabus. In conducting this research and achieving the result, the writer used a descriptive method and content analysis. The technique in collecting selected data was documentary analysis. Besides, documentary checklist was the research tool. The data were described and analyzed based on these steps: taking the data from Pista and *KTSP* syllabus, defining criteria to match speaking material in Pista to *KTSP* syllabus, matching and describing, and analyzing the speaking material in Pista to *KTSP* syllabus. The findings show that most of speaking materials in Pista are in line with *KTSP* syllabus. Pista is still relevant and could be used as teacher’s references. The percentage level of the compatibility between the speaking materials in Pista based on the calculation from checklist analysis indicator is 77%. Another 23% difference between them comes from the different placing material items and the given vocabulary.

Key words: *KTSP* Syllabus. Content Analysis.

A textbook is a written media in the classroom, especially for the teaching learning process. It is an organized, physical manual for instruction covering a variety of topics in a specific subject area, in this case, English. Richards (2001) determines that the standard textbook in the purpose to complete the teaching and learning objectives, it becomes the tool that makes the teaching and learning process become efficient and effective.

The textbook takes its main role on the teaching learning process for both teacher and students. A textbook helps the teacher in creating tasks and developing teaching material. The textbook turns to become a useful tool to students because it summarizes the teacher's explanation because in the textbook, there is a short written explanation along with providing any kinds of exercises. For both teacher and students, textbook can be used as a tool to evaluate the students' understanding of every language skills that already given by the teacher. It provides some exercises and test in the summary test section of each chapter and even in the end of pages. According to Pudjosoedarmo (1973) that textbook is the most important media in the process of teaching. It also helps the teachers as it supplies materials of exercises for the students. In accordance with Pudjosoedarmo, Worth in Tok (2010) identifies a textbook as a resource in presenting the material, a source for learners to practice and do the activities. The textbook also provides the learners with a reference source on grammar, vocabulary and pronunciation.

As a main component in most language program, a good and appropriate textbook is hard to be selected. A teacher is required to use a good textbook that suits the needs, interest, and abilities of students. Byrd (2001) argues that the decisions made in selecting textbooks must be considered the fit between curriculum and text. He says that the materials have to provide contents that meet the stated curricular guidelines. For these educational systems with their considerable purchasing power and various methods for control of content, the fit between curriculum and text is assumed to be reasonable and achievable goal. The good textbook suits the need, interest, and ability of the students. In addition, it must meet the needs of official public teaching syllabus or examination, which is in Indonesia, is developed in School Based Curriculum or known as *Kurikulum Tingkat Satuan Pendidikan (KTSP)*.

Under *KTSP*, there is a syllabus in that *KTSP* becomes an operational curriculum which is arranged by each level of educational institute, while the syllabus develops a curriculum into a lesson plan for a subject. The syllabus includes standard competence, basic competence, learning objective, learning activities, learning indicator, learning assessment, and lesson time. In brief, the syllabus is a basic guideline for textbooks to develop their learning material. Syllabus is used as a guideline in developing the extended learning activities and has a great advantage in managing the learning topic and what language skills, grammar, and vocabulary are used in the learning activities in each learning meeting. While *KTSP* is having syllabus as the guideline for learning activities, textbook as a written media should follow the syllabus. Contents in syllabus make the learning materials of textbook keep in line with *KTSP*.

One of the educational institutes that uses a textbook as a tool in the teaching learning activity is vocational high schools. Vocational high schools as one of the form of educational study in senior high schools have different purposes with conventional senior high schools. One of the vocational high schools is SMK Pariwisata

The textbook that is available in SMK Pariwisata is “PistaModulBahasaInggris SMK Kelas X Semester 1” written by Drs. Mahmud Joko et al. This textbook is for the tenth grade students in SMK Pariwisata Pontianak. The teacher takes this textbook because it is quite similar to the syllabus.

The writer is interested in analyzing the textbook of vocational high school PistaModul textbook to find out whether the textbook materials are in line with *KTSP*. It is found out that this textbook analysis can give some solution to find the weaknesses of this textbook and it also can help the teacher to develop the material and which topic need to be strengthened.

To be specific in analyzing the textbook material, the writer focused in analyzing one of the language skills in English that is speaking. The writer focused in analyzing the speaking since it is an essential tool in communication, it shares the information directly from speaker to listener, and it is important in shaping, modifying, extending, and organizing thought between them.

METHOD

To conduct this research and achieve the result, the writer should apply the appropriate method, because the purpose of this research is to obtain data and analyze information. The writer uses descriptive method as the methodology.

As subdivision of descriptive method, content analysis is employed in this research. Kartono (1987) refers content analysis is a systematic procedure made to measure the content of information in written document, film audio records, bank, advertising, magazine, and letter. Besides, Arikunto (2009) says that content analysis can be done by analyzing a book with continuing the terms, concept, diagram, table, and picture to find out its classification which are used by the writer to describe the result of analysis of “PistaModulBahasaInggris SMK Kelas X” written by Drs. Mahmud Joko et al.

In order to complete the research, it is important to evaluate the speaking material contents exist in textbook that refer to the curriculum. An appropriate technique must be applied to gather the data needed. In this research, the writer uses a technique that is documentary.

The documentary checklist is used to look up the percentage of speaking content of “PistaModulBahasaInggris SMK Kelas X”, whether this book fulfills the need requirement of current curriculum of vocational school. The writer uses yes/no questions in collecting information about the textbook. The question in checklist is included three main parts. They are:

1. The systematically of speaking materials in Pista to *KTSP*
3. The use of grammar in Pista along with the need of *KTSP* syllabus and the use of vocabulary in speaking tasks.
4. The speaking task and activity

Table 1. Documentary Checklist Table

| Checklist Analysis Indicator of Describing Things | | Yes | No |
|---|--|-------|-------|
| A. | The systematically of speaking materials to <i>KTSP</i> | | |
| 1 | Is each of speaking material in Pista related to speaking learning material in <i>KTSP</i> syllabus? | ..... | ..... |
| B. | The using of grammar and vocabulary in speaking materials based on Syllabus of <i>KTSP</i> | | |
| 4 | Does Pista provide grammar in each chapter of the textbook? | ..... | ..... |
| 5 | Does Pista provide vocabulary in each chapter of the textbook? | ..... | ..... |
| 6 | Does Pista develop the grammar use in oral interaction? | ..... | ..... |
| C. | The development of speaking task | | |
| 7 | Is there speaking activity in each speaking chapter? | ..... | ..... |

The checklist table is used to find out the percentage of speaking material contents in “PistaModulBahasaInggris SMK Kelas X Semester 1” are in line with *KTSP* syllabus. In the end of this research’s result, the compatibility percentage of the whole Pista material to *KTSP* syllabus is found by summing all the percentage of these 13 sub-chapters and takes the mean percentage among them. To find the total speaking materials compatibility percentage of Pista to *KTSP* syllabus, the writer uses this formulation.

$$= \frac{X}{Y} \times 100\%.$$

Note:

X= The total same compatibility point from the whole 13 chapters

Y = The checklist total points for the whole chapters (5x13=65)

FINDINGS AND DISCUSSION

The result of this research is divided to 2 parts. The first result shows the coverage of speaking material contents in “PistaModulBahasaInggris SMK Kelas X Semester 1” is in line with *KTSP* syllabus. The second result shows the percentage of speaking material contents in “PistaModulBahasaInggris SMK Kelas X Semester 1” are in line with *KTSP* syllabus.

A. Findings

Table 1.2 shows the relation between speaking learning material in syllabus of *KTSP* and speaking material in textbook.

Table 2. The Relation Between Speaking Material in Syllabus of *KTSP* and Textbook *PISTA*

| No | Speaking Learning Material in Syllabus of <i>KTSP</i> *) | Title of Each Chapter in <i>Pista</i> | Speaking Learning Material in Textbook |
|----|--|---------------------------------------|---|
| 1 | Greeting and Leave takings | Greet and Leave Taking | <ol style="list-style-type: none"> Greeting is divided to Formal and Informal Greeting. <ol style="list-style-type: none"> Formal Informal Responses Leave taking is divided to leave taking and goodbye. <ol style="list-style-type: none"> Leave takings Goodbye Responses |
| 2 | Introduction: | Introduction | <p>Introduction is divided to introduction oneself and introduction others.</p> <ol style="list-style-type: none"> Introducing one self <ol style="list-style-type: none"> Formal Introduction Informal Introduction Response Introduction Others <ol style="list-style-type: none"> Formal Introduction Informal Introduction Responses: |
| 3 | - | Thanking | <p>Thanking is divided to Expressing Thanks, Thanking Someone Who Tried to Help, and Responding to Thanks.</p> <ol style="list-style-type: none"> Expressing thanks Thanking to someone who tries to help Responding to thanks |
| 4 | Apologizing | Apologizing | <p>Apologizing is divided to Making Apologies and Accepting Apologies.</p> |

| | | | |
|---|--|-------------------|---|
| 5 | Describing Things is shown by adjective showing. The kinds of Adjective showing are colors, quality, size, shape, age, origin, and material. | Describing Things | <p>Describing things situation may happens when your listener is unfamiliar with the object, or because you can not think the name for it.</p> <p>In describing an object or a thing, we often to answer question like these:</p> <ul style="list-style-type: none"> - What size is it? - What shape is it? - What color is it? - What is it made of? - What does it look like? - What is it used for? - How does it work? |
| 6 | Describing people by profession, nationality, adjective showing physical (appearance), and adjective showing non-physical (characteristic) | Describing People | <p>We can describe people by these following example:</p> <ul style="list-style-type: none"> - Personality and appearance. - Clothing. |
| 7 | Nouns showing time, day, date, month, year | Telling Time | <p>Explanation about time;</p> <p>What time is it now?</p> <p>What is the time?</p> <p>07.00 It's seven o'clock.</p> <p>07.10 It's ten past seven.</p> <p>It's seven – ten.</p> <p>07.15 It's a quarter pas seven.</p> <p>It's fifteen past seven.</p> <p>It's seven – fifteen.</p> <p>07.30 It's half past seven.</p> <p>It's seven – thirty.</p> <p>07.40 It's twenty – thirty.</p> <p>07.45 It's a quarter to eight.</p> <p>It's fifteen to eight.</p> |
| 8 | Cardinal and ordinal numbers like; one, twenty, first, fifth | Telling Numbers | <p>Answer the following question:</p> <ol style="list-style-type: none"> 1. How many students are there in your class? 2. How many male students? 3. How many teacher are there in you class? 4. How many big islands are there in Indonesia? 5. How many minutes are there in the in an hour? |

| | | | |
|----|---|---------------------|--|
| 9 | Words and expression used to express sympathy: I'm sorry to hear that. | Expressing Sympathy | <u>Expressing of Sympathy :</u> I'm sorry to hear that. I'm very unhappy to hear that. <u>Responses :</u> Please, pray for me Wish mu luck |
| 10 | Adjective for expression feelings: happy, terrible, sad, etc. | Expressing Feelings | <u>Expressing feelings:</u> 1. Bored 2. Sad 3. Happy 4. Disappointed 5. Glad 6. Nervous 7. Angry 8. Embarrassed 9. Tired 10. Hopeless |
| 11 | Words and expressions used in asking for and giving permission: 1. May I use the phone? 2. You can leave now. | Permission | <u>Asking for permission:</u> Can I.....? May I.....? <u>Giving Permission:</u> Of course. Certainly. <u>Refusing or declining permission:</u> I'm sorry, you can't I'm afraid you can't |
| 12 | Expression and verb forms used in commands and requests 1. Can you lend me a pen, please? 2. Come here! 3. Stand up! | Command and Request | This part of chapter includes four explanation of Command and Request. 1. Command, begin with verb 1 2. Polite Command 3. Request 4. Negative Command |
| 13 | Expression used for offering things and services; 1. Would you like to have some tea? 2. Would you like to taste this food? | Offering Things | Observe the example from the book. Activity: Make up dialogues based on the given situation. |

*) Taken from *KTSP* 2008

B. Discussion

The information described in table 2 can be analyzed as follow:

The first chapter of Pista is talking about Greet and Leave Taking activities and becoming one of the patterns of speaking material in saying greetings, introducing, thanking, leave takings, and apologizing. This first speaking learning material in Pista is following the curriculum in order. There is a short explanation in the beginning of topics, followed by examples.

The second speaking learning material in Pista (Introduction events) is following the curriculum in order. There is a short explanation in the beginning of topics, followed by examples. In Pista, the speaking material explanation is about Introduction, which is divided to Introducing Oneself and Introducing Others.

The topic of Thanking as the third speaking learning material in Pista is following the curriculum in order. There is a short explanation in the beginning of topics, followed by examples. The speaking material of Thanking in textbook has three kinds of explanations; Expressing Thanks, Thanking Someone Who Tries to Help, and Responding to Thanks.

The speaking learning material of Apologizing in Pista is following the curriculum in order. There is a short explanation in the beginning of topics, followed by examples. The speaking material explanation of Apologizing is divided into making apology and accepting apology. There are short explanation about when we use the expressions of apologizing and some examples about making and accepting apologizing.

The next speaking learning material is about Describing Things. There is short explanation about how we can describe an object, along with some examples of describing thing's questions. This 2.1 speaking learning material (the first sub-chapter of the second speaking learning material) in Pista is following the curriculum in order, although it is actually the third speaking learning material in the syllabus.

The topic is about Describing People. There is a short explanation about how we can describe people by nationality, adjective showing physical (appearance), and adjective showing non-physical (characteristic), along with some examples of describing people's questions. This sixth speaking learning material (the second sub-chapter of the second speaking learning material) in Pista is following the curriculum in order, although it is actually the third speaking learning material in the syllabus.

The topic is about Telling Time. There is short explanation about time, along with some examples of asking and telling time's questions. This seventh speaking learning material (the first sub-chapter of the third speaking learning material) in Pista is the second speaking learning material in *KTSP* syllabus, although it is less accurately than speaking learning material in syllabus. In syllabus, the speaking learning material is asking the explanation development not only in describing time but also in describing day, date, month, and year.

The eighth speaking learning material is about Telling Number. There is a short explanation about cardinal and ordinal numbers, along with some examples of asking and telling number's questions. This eighth speaking learning

material in Pista is following the curriculum in order, in showing cardinal and ordinal numbers like; one, twenty, first, fifth.

The next topic is about Expressing Sympathy. There are explanation and some examples about expressing sympathy. This ninth speaking learning material in Pista is following the curriculum in order, in showing words and expression used to express sympathy; for example, I'm sorry to hear that.

The next topic is about Expressing Feelings. There are explanation and some examples about expressing feelings. This tenth speaking learning material in Pista is following the curriculum in order, in showing adjective for expression feelings: happy, terrible, sad, etc..

The next topic is about Permission. There are explanation and some examples about asking and giving permission. This eleventh speaking learning material in Pista is following the curriculum in order, in giving example of words and expressions used in asking for and giving permission; for example, "May I use the phone?", "You can leave now".

The next topic is about Command and Request. There are some examples about expressing sympathy. This twelfth speaking learning material in Pista is following the curriculum in order, in giving expression and verb forms used in commands and requests; for example, "Can you lend me a pen, please?", "Come here!", and "Stand up!". However, Pista does not give any explanation for the differences between command and request.

The last topic is about Expressing Sympathy. There are explanation and some examples about expressing sympathy. This ninth speaking learning material in Pista is following the curriculum in order, in expression used for offering things and services, "Would you like to have some tea?" and "Would you like to taste this food?"

From that describing list above, we can get the point that Pista is in line to *KTSP* syllabus in overall. Besides, while in *KTSP* syllabus the speaking material are divided into four main titles, arranged by the same basic competence, (1. understanding basic expressions in social interaction in daily life, 2. telling things, people, time, day, week, and year, 3. describing things, people, time, day, week, and year, 4. Using functional narrative text in daily life), Pista arranges those 4 main speaking material to 13 sub-speaking learning materials. There are some weaknesses in matching the topic of the Pista to *KTSP* syllabus, especially in the second and the third speaking learning activities in Pista. In the *KTSP* syllabus, telling time and number come first, and then those materials are followed by describing things and describing people. In Pista, there are switching learning material that is describing things and describing people. They are placed before telling time and telling numbers.

On the other hand, while in the second material about time of the day, *KTSP* syllabus is added the information about day, week, and year, which are not included in Pista as the third speaking learning material. Pista is only presented the topic of time in numbers, without any further information about day, week, and year. When the writer tried to search information about day, week, and year in another chapter, there is still no any information about them.

Those analyses above could be shown as no similar patterns between speaking learning material in the second and the third chapter of *KTSP* syllabus

and speaking material in Pista. Other chapters have compatibility with the need of speaking learning development based on the speaking learning materials in *KTSP* syllabus, while the divisions in Pista are different with the speaking learning materials in *KTSP* syllabus but the expressions that used are quite similar.

As the compatibility percentage from all 13 sub-chapters is 77%. Pista has 77% similarity with *KTSP*. This percentage is included from the similarity patterns between speaking learning material in Pista to *KTSP* syllabus. The points that reduce its compatibility are in Vocabulary knowledge and Grammar use in speaking. Instead, Pista already adds grammar reviews in the each entire chapter of the topic, but most of them are without any explanation. Pista gives the task of grammar reviews directly. For example, in chapter 1.2, in the grammar review about Noun and Pronoun Agreement, Pista chooses to give the exercises than giving explanation before. In this case, it can cause the students become lack of knowledge in what they have to do with those exercises. In giving the information about vocabulary, development of vocabulary in Pista does not cover it at all. These problems appear in almost 13 sub-chapters in Pista. The information about vocabulary is only given in Chapter 1.1, 1.2, 4.1, and 4.2.

The speaking tasks, however, is only given as a dialogue practice and role play. The review of grammar and the information of vocabulary are not brought through the speaking task, although grammar becomes one of essential factors to make students able to speak more fluently. Pista does not give much chance to student to develop their knowledgeable in speaking because it is only contained by few activities of speaking;

CONCLUSION

From the checklist table, the result shows the compatibility percentage of Pista's speaking materials to *KTSP* syllabus is 77%. The following points are the major findings of this research.

The first point is the speaking materials in "PistaModulBahasaInggris SMK Kelas X Semester 1" have a good relation to the content of syllabus. They are; (a.) understanding basic expressions in social interaction in daily life, (b.) telling things, people, time, day, week, and year, (c.) describing things, people, time, day, week, and year, (d.) Using functional narrative text in daily life), Pista arranges those 4 main speaking material to 13 sub-speaking learning materials. The exceptional non-developed speaking material is in chapter 3. While the syllabus states that there is explanations about time, day, month, and year, Pista is only discussing about time.

The grammar review in Pista fulfills the need of grammar review in *KTSP* syllabus. From the findings above, we can get the point that from 13 sub-chapters in Pista, it already puts the grammar review along in all chapters. But only 1 sub-chapter that already put and develop the grammar use in the speaking tasks.

The vocabulary section in Pista is the most lacking development in Pista, which is along 13 sub-chapters, only 4 sub-chapters gives knowledge about vocabulary. The speaking tasks in Pista are not well developed in Pista. In Pista,

most of the speaking tasks are in Role Play activities. Pista does not give any speaking activities to increase the student understanding in speaking material.

Although most of the speaking materials in textbook Pista for vocational school of tenth grade students are appropriate of with the *KTSP* syllabus, the writer still gives some suggestion that will be described below.

First, the speaking material explanation in Pista should be developed by the teacher. In the case that some chapters in Pista does not give any explanation about the materials content, the English teacher should be creative to provide the explanation, refers to develop the students' understanding about the material. It is better to the teacher to give the explanation of the speaking materials' content, as the basic knowledge, to the students before giving the tasks.

Second, the teacher should provide more related vocabulary knowledge that can develop students' skill in produce speaking. Besides, the teacher can develop the grammar use in speaking in case to increase the students' understanding of grammar. Both of vocabulary knowledge and grammar use in speaking can boost the students' fluency to speak.

Third, the teacher is suggested to modify the speaking tasks. Since most of the speaking tasks in Pistais role playing, teacher can provides another speaking tasks, such as brainstorming, storytelling, interviews, and simulation. These different tasks can give more challenges for students' activities. The activity/task should not be given in repetition way. It should be in multi task form.

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